Level 4 **Term 4** **Week 1** **Day 1**	**Lesson Plan**

Objective: Students will be able to multiply decimal with whole number.

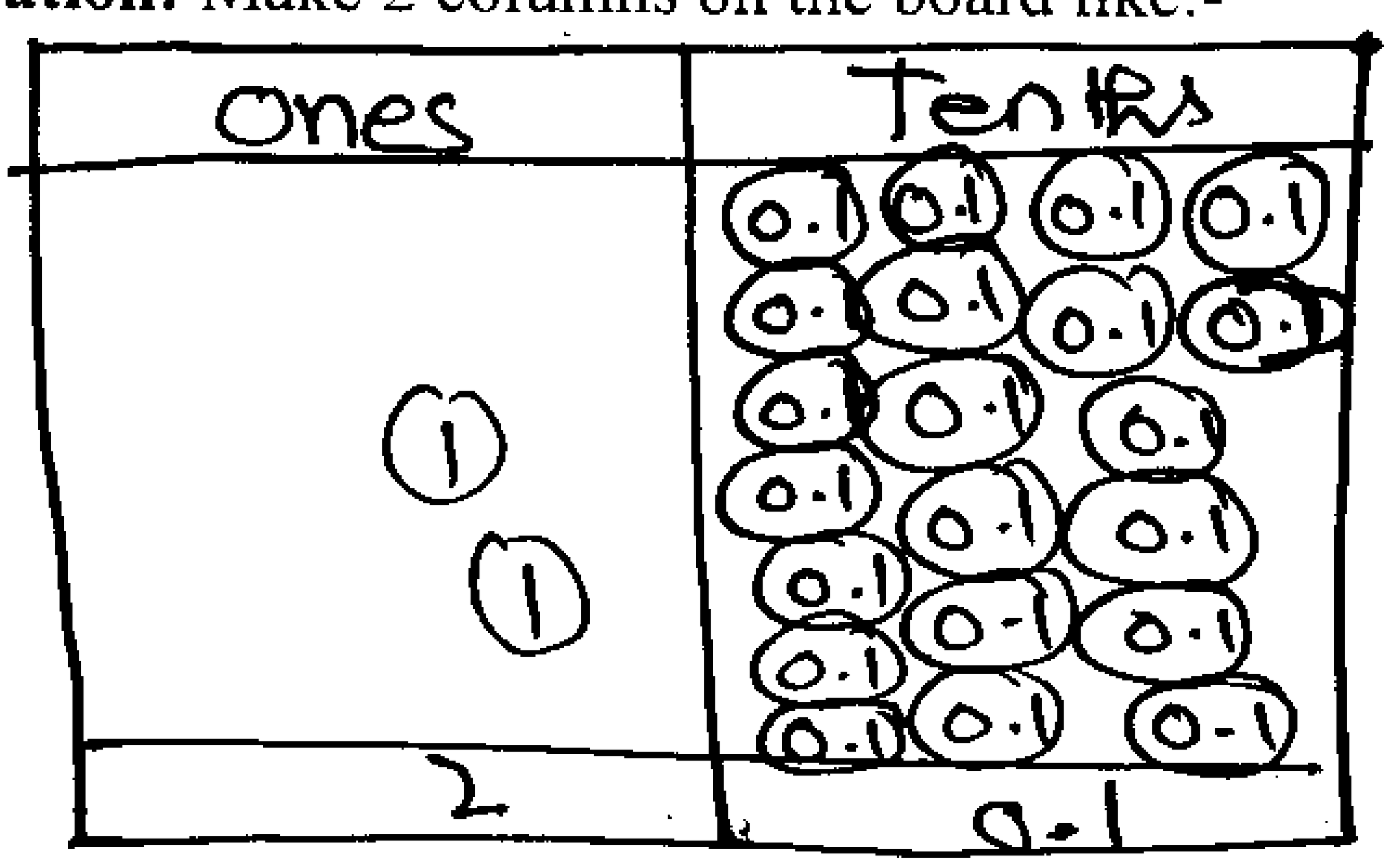
Activity: Multiplying

Material: Flash cards of 0.01s, 0.1s and 1s, worksheet, pencils

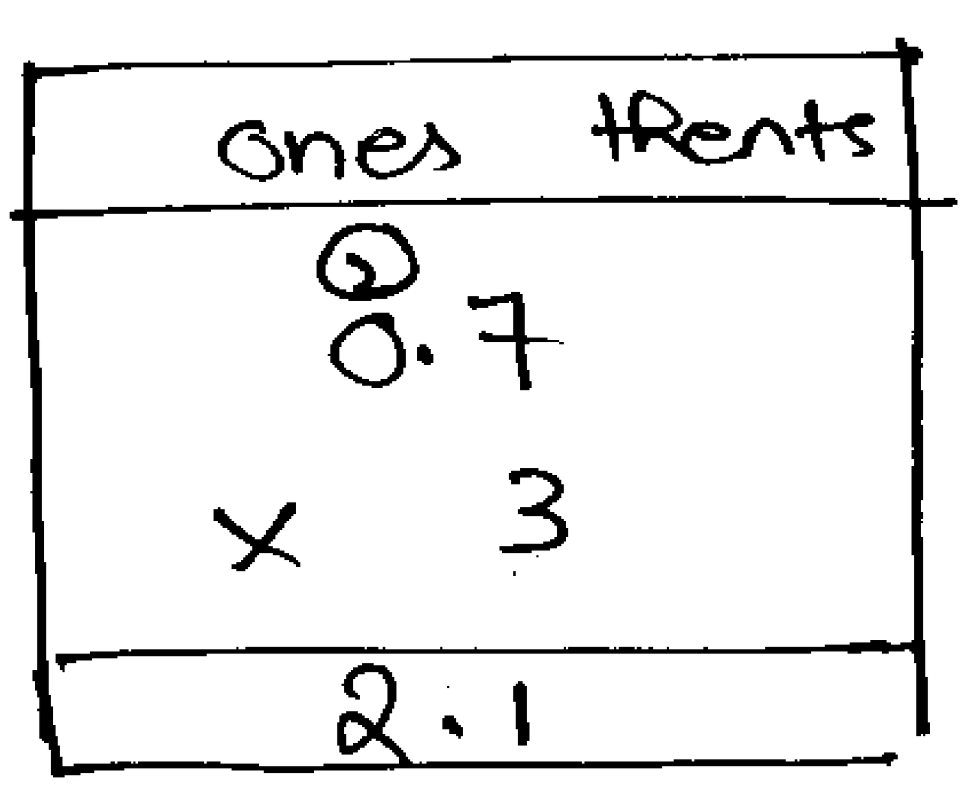
Procedure:
Warm up:

- 7x3=?
- 2x4=?
- 8x3=?
- 0.7x3=? And so on

Explanation: Make 2 columns on the board like:-



- Write 0.7 on the board and ask
    - What is the place value of 0 and 7?
- Write the 0.7x3 on the board and ask how many 0.1s in 0.7?
- We paste 7 flash cards of 0.1 in tenths column (3 times)
- Count how many 0.1 in tenths column?
- 10 cards of 0.1 make 1 and 20 cards of 0.1 make 1+1=2
- In 21 there are 2 ones so we paste 2 ones in ones place and in tenths place there is 0.1
- We get 0.7x3 = 2.1



Step 1
7 tenths x3
= 2 tenths
= 2 ones and 1 ten'
Step 2
0x3=0
=0+2carry= 2

Explain an example of hundredths like this (see page 47 of teacher's book)

Class work: page 6
Homework: Page 5

L=4
J=4
1=1
D=2.

Objective: To Practice of Multiplication of decimals with whole numbers.

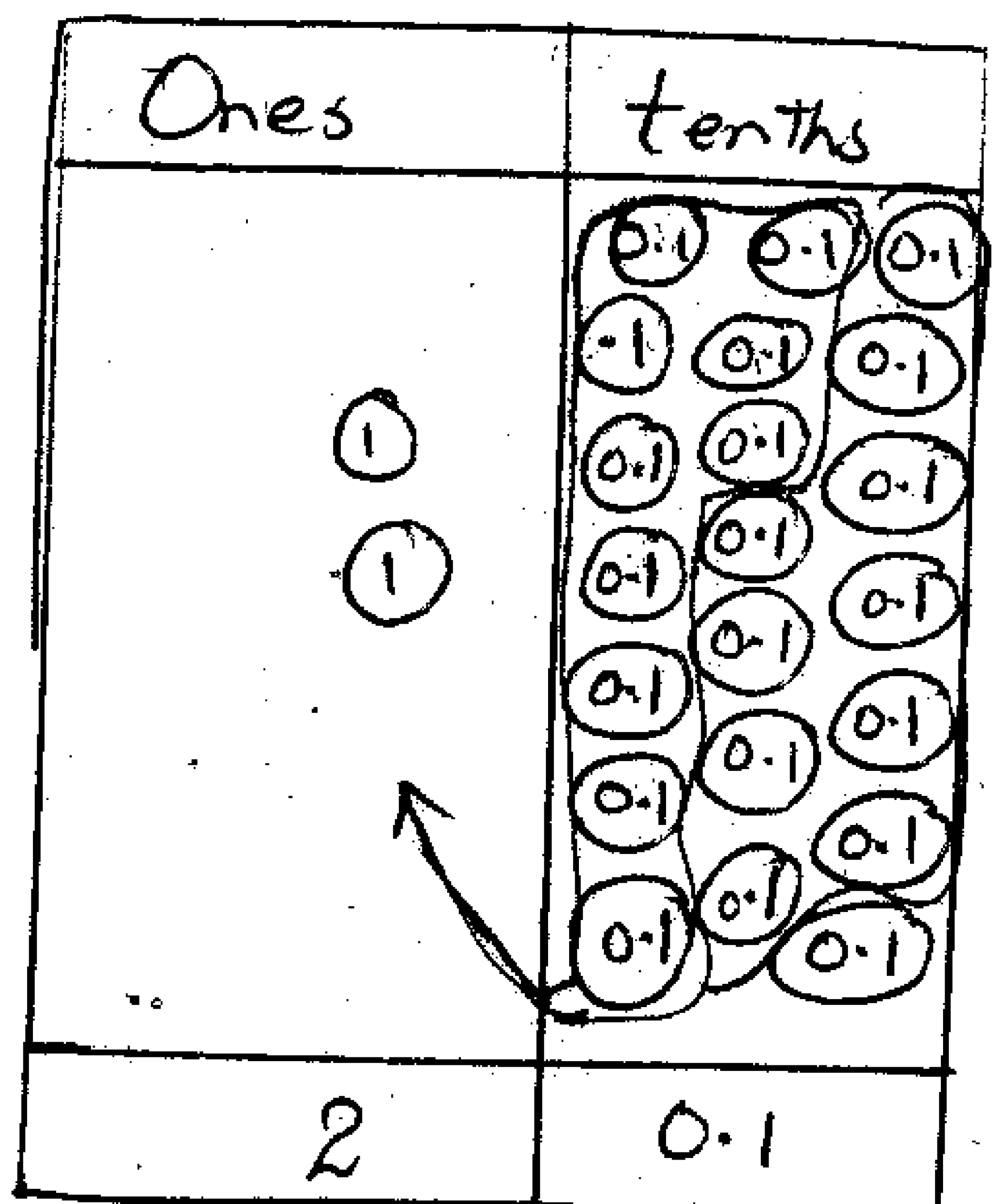
Activity:- Multiplication

Material:- Flash cards of 0.01's, 0.1's, 1's worksheet, Pencils.

Procedure:-

armUp: Ask them to read table of 2 to 9.

Explation: Make two Colums on the board like



- write 0.7 on board & ask what is place Value of 0 & 7?

ones	tenth
0	. 7

Write the 0.7×3 on the board & ask how many 0.1^s & 0.7?
We paste 7 flash cards of 0.1 in tenths Colum (3 time)
Count how many 0.1 in tenths column?
(21 tenths) Its means ones 2 & tenths 1.

10 cards of 0.1 make ① & 20 cards of 0.1 make ① + ① = 2

In 21 there are 2 ones So we paste 2 ones in ones place. & in tenths place there is 0.
We get 0.7×3 = 2.1

ones	tenths
② 0	. 7
×	3
2	. 1

Explain an example of hundredths
this

Class work:- p# 7

Home work:- None:.

L = 4
i = 4
W = 1
D = 3

Objective: To Multiply decimal by whole numbers.

Activity:- Multiplying.

Procedure:-

- Ask them to read table of 6, 7, 8, 9
- Write 0.9 multiply by 2.

i.e

$$\begin{array}{r} 0.9 \\ \times\ 2 \\ \hline 1.8 \end{array}$$

- Call different Students & ask to Solve different Questions.

Classwork:-

Page # 8

Homework:-

Assessment of topic "Multiplication of decimals".

Level 4 **Term 4** **Week 1** **Day 4**	**Lesson Plan**

Assessment will be taken in worksheet (4-B part 2) page 9

r on the board. and
ask what is the place value of
0 and 7?

Ones	Tenths
0 .	7

:) write the 0.7 X 3 on the board
and ask how many (0.1)'s in 0.7?

) we paste 7 flash cards of 0.1
in tenths column (3 times)

1) Count how many 0.1 in tenths
Coloumn?

(21 tenths) Its mean ones 2 and ten 1

5) 10 cards of 0.1 make (1) and
20 cards of 0.1 make (1) + (1) = 2

6) In 21 there are 2 ones so we
paste 2 ones in ones place.
and in tenths place there is 0.1

7) we get 0.7 × 3 = 2.1

	ones	tenths
	(2)	
	0 .	7
X		3
	2 .	1

8) Explain an example of hundreths

Class work :- 11

H.W :- Learn the table of 2 to 10

Level 4
Term 4
Week 2
Day 1

Lesson Plan

Objective: Students will be able to divide the decimals questions

Activity: Division

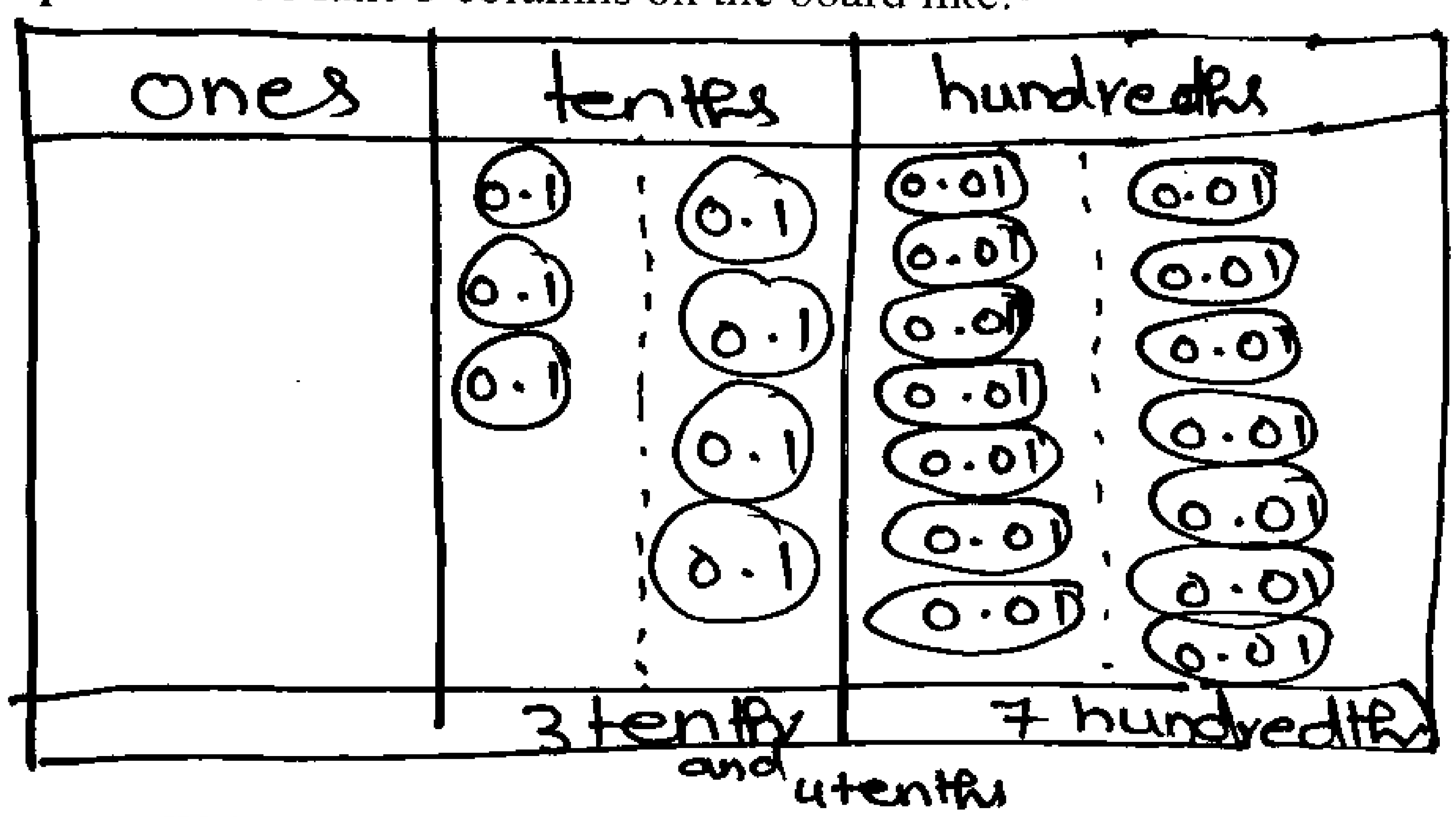
Material: Flash cards of 0.01s, 0.1s and 1s, notebooks, pencils

Procedure:

Warm up:

- Revise the table of 2, 3 up to 10
- Ask 12÷2=? , 42÷6=? And so on
  - 0.8÷2=?

Explanation: Make 3 columns on the board like:-



- Write 0.74 on the board and ask what is place value of 0, 7 and 4
- Paste 7 cards of 0.1s in tenths and 4 cards of 0.01s in hundredths column
- Divide 7 tenths by 2
- We get 3 tenths and 1 tenth, we can't divide 0.1 by 2 so 0.1 is remainder and now we give 1 teeth to hundredth column.
- So we paste 10, 0.01s cards in hundredths column. Now we have 14 hundredths.
- Divide 14 hundredths by 2
- We get 7 hundredths (7 hundredths = 0.07)

Step 1:

1. We divide ones by 2
2. How many 0 in 2, 2÷0 = 0
3. Shift the decimal point in quotient place.

Step 2:

1. Divide tenths by 2
2. How many 2s in 7 (7÷2 = 3 and 1 remainder)

Step 3:

1. Divide 1 tenth and 4 hundredth by 2 (14 hundredth)
2. How many 2s in 14 (14÷2 = 7)
   a. Its mean 0.74÷2 = 0.37
3. Repeat the same procedure with different examples.

Class work: Divide

- 2.8÷7
- 2.4÷6

Homework: Page 13

.= 4
= 4
1= 2
)= 2

Objective: To practice the division of decimals.

Activity: written work.

Material: w. Sheet, board, Pencils.

Procedure:

Make three columns on the board like

Ones	tenths	hundredths
	•1	0.01
	0.1	0.01
	0.1	0.01
	0.1	0.01
	0.1	

• Write 0.54÷2 on the board & ask what is place value of 0, 5 & 4

paste 5 cards of (0.1)'s in tenths & 4 cards of (0.01)'s in hundredths Column.

Divide 5 thenths by 2.

we get 2 tenths & 1 tenth, we can't divide (0.1) by 2

So 0.1 is remainder & now we give 1 tenth to hundredth Column.

we know 0.1 = (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01)

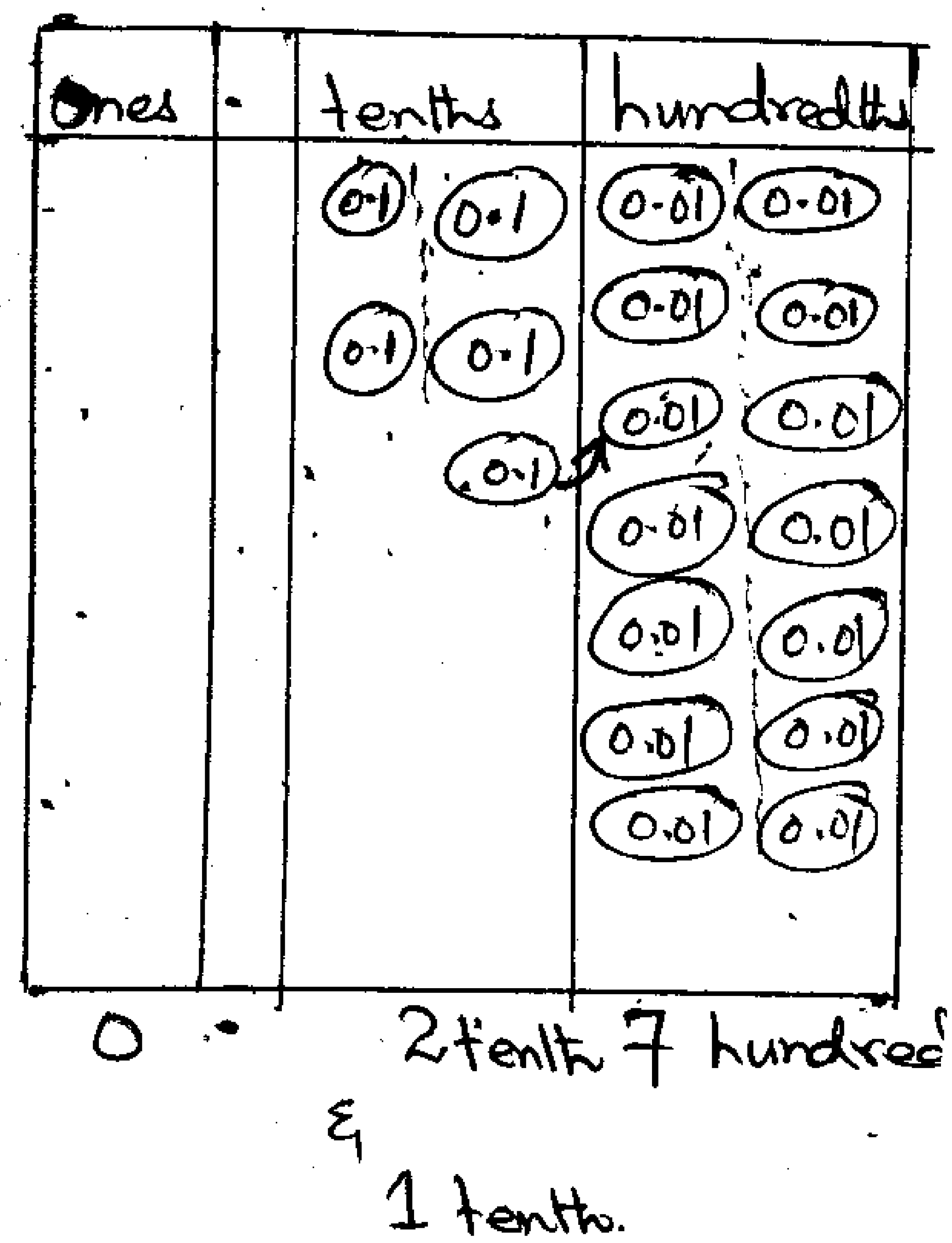
So we paste 10 (0.01)'s Cards in hundredths

Divide 14 hundredths by 2.
we get 7 hundredths (7 hundredths = 0.07)

So

$0.54 \div 2$

$= 0.27$



Teacher will explain by Simple division method if needed.
i.e

```
      0.27
 2 ) 0.54
     4
     --
     14
     14
     --
     xx
```

Class Work:-

Page # 14

Home Work:-

None.

Level 4
Term 4
Week 2
Day 3

Lesson Plan

Objective: To practice the division of decimals

Activity: Written work

Material: Worksheets, board, pencils

Procedure:-
Warm up questions.

1. $0.48 \div 2 = ?$ 2. $0.16 \div 4 = ?$ and so on.

Write some questions on the board from worksh
P# 17 and call students one by one to
olve these questions on the board.
Teacher will explain if needed.

lasswork:- Do P#17 in worksheet.
ome work:- P# 15.

Level 4 **Term 4** **Week 2** **Day 4**	**Lesson Plan**

Objective: To practice division of decimals

Material: Worksheets, pencils

Activity: Written work

Procedure:-

Warm up:-

① Revise the table of 2, 3, up to 8 and so on

② Ask 12 ÷ 2 = ? , 48 ÷ 8 = ?

③ 0.6 ÷ 2 = ?

Explaination:- Make 3 columns on the board like

1) Write 0.84 on the board and ask what is place value of 0, 8 and 4

ones	tenths	Hundreths
	0.1 0.1 0.1 : 0.1 0.1 0.1 0.1	0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 : 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1
	3 tenths and 4 tenths	~~8~~ hundredths

2) paste 8 cards of (0.1)s in tenths and 4 cards of (0.01)s in hundreths column.

3) Divide 8 tenths by 2.

4) we get 4 tenths ~~and~~

So 0.1 is remainder and now we give 1 tenth to hundreth column.

we know 0.1 = (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.01) (0.

→ So we paste 10, (0.01)s cards in hundreths:-

→ Divide 18 hundredths by 2

→ we get 9 hundredths (9 hundredths = 0.09)

Step 1

→ we divide ones by 2

How many 0 in 2, 0 ÷ 0 = 0

→ Shift the decimal point in quoteint place.

Step 2

→ Divide 8 tenths by 2

→ How many 2s in 8 (8 ÷ 2 = 4)

Step 3

→ Divide:- 1 tenth and 4 hundredths by 2 (14 100dths)

→ How many 2s in 14 (14 ÷ 2 = 7)

Its mean 0.84 ÷ 2 = 0.42

→ Repeat the same procedure with different examples.

Class work:- p # 19

Level 4 Term 4 Week 2 Day 5	Lesson Plan

Objective: To practice division of decimals

Activity: written work

Material: Worksheets, board, pencils

Procedure:-

Warm up questions

1. $0.8 \div 2 = ?$ 2. $0.9 \div 3 = ?$ and so on.

Explanation:- Make 3 columns on the board like

Ones	tenths	Hundredths
	0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01

Write 0.46 on the board and ask place value of these

Paste 4 cards of (0.1)s in tenths and 6 cards of (0.01)s in hundredths column.

Divide 4 tenths by 2.

We get 2 tenths in each group.

Divide 6 hundredths by 2 we get 3 hundredth.

Day:-5

in each group.

```
    0.23
2 ) 0.46
    0 4
    x x6
       6
       x
```

Step 1.

-> We divide ones by 2

-> How many ones in 2. $2 \div 0 = 0$

-> Shift the decimal point in quoteint place.

Step 2.

-> Divide 4 tenths by 2
How many twos in 4 $(4 \div 2 = 2)$

-> Divide 6 hundredths by 2
How many 2s in 6 $(6 \div 2 = 3)$

Its mean $0.46 \div 2 = 0.23$

How the same procedure with other questior

C.W:- Do P# 18 in worksheet.

H.W:- P # 20.

Level 4 **Term 4** **Week 3** **Day 1**	**Lesson Plan**

Objective: To practice the division of decimals

Activity: Written work

Material: Worksheets, pencils, Board

Procedure :-

Make pairs and write some questions on the board from worksheet P# 21. ask students to write and solve these questions on blank pages. After solving question ask them to exchange their papers with others and ask them to check these question. For this purpose teacher can help them.

Classwork :- Do P# 21 on worksheet.

Homework :- Assessment of topic "Division of decimals"

Level 4

Term 4

Week 3

Day 2

Assessment will be taken.

Level 4 **Term 4** **Week 3** **Day 3**	**Lesson Plan**

Objective: Students will be able to know about symmetric figure

Activity: Making of symmetric figure

Material: loose sheets, pencils, scissors

Procedure:

Warm up:

- Ask them to observe the different shapes in the class
- Elicit the shapes name from students

Explanation:

- Many things around us have symmetry
- Show them some shapes made up of loose paper (draw figure from page 74 of teacher's book 4-B)
- Tell them these are symmetric figures.
- The dotted line in each figure is a line of symmetry.
- The line which divide a figure into two equal parts and each part is same of the other than we say the figure is symmetric

Group work:

- Give some loose sheets
- Ask them to follow the following instructions
- Fold a piece of paper, cutout a figure which starts and ends on the fold line.
- Unfold the figure you will get a symmetric figure
- The fold line is a line of symmetry
- For further explanation see page 74, 75, 76 and 77 of teacher's book 4-B.

Homework: Page 32 question 1 to 6

L = 4
T = 4
W = 3
D = 4

Objective :- To practise the Symmetric figures.

Activity :- Practise.

Material : W. Sheet / pencils, Loose sheets

Procedure :

- Ask them to define Symmetric figures.
- then Give them loose sheets & ask to draw & explain some Symmetric shapes.
- Ask them to find out which is Symmetric shapes in your classroom.

Ass Work :- Page 39, 40

Home Work - None.

-:4
=4
=3
=5.

bjective: Students will be able to complete the Symmetric figures.

ctivity: Complete the Symmetric figures.

terial: Worksheet, Pencils, Loose Sheets.

dure:
WarmUp Question.
- Ask them to define Symmetric Shapes.
- Make groups of 4 Students.
- Teacher draw some half Symmetric Obje on lose Sheets.
- Now give them to each group & ask them to complete it.
- Cotain at least 4. Shap So that each Student Can Comple one Shape.

CLASS WORK:-

Page # 41 (4B part 2)

HomeWork:-

Page # 42 + "Assessment of Symmetric figures."

:vel 4
:rm 4
'eek 4
y 1

Lesson Plan

Assessment will be taken on notebooks

nework: page 28

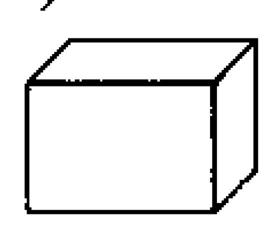
Level 4
Term 4   **Lesson Pla**
Week 4
Day 2

Objective: Students will be able to build solid by using unit cubes

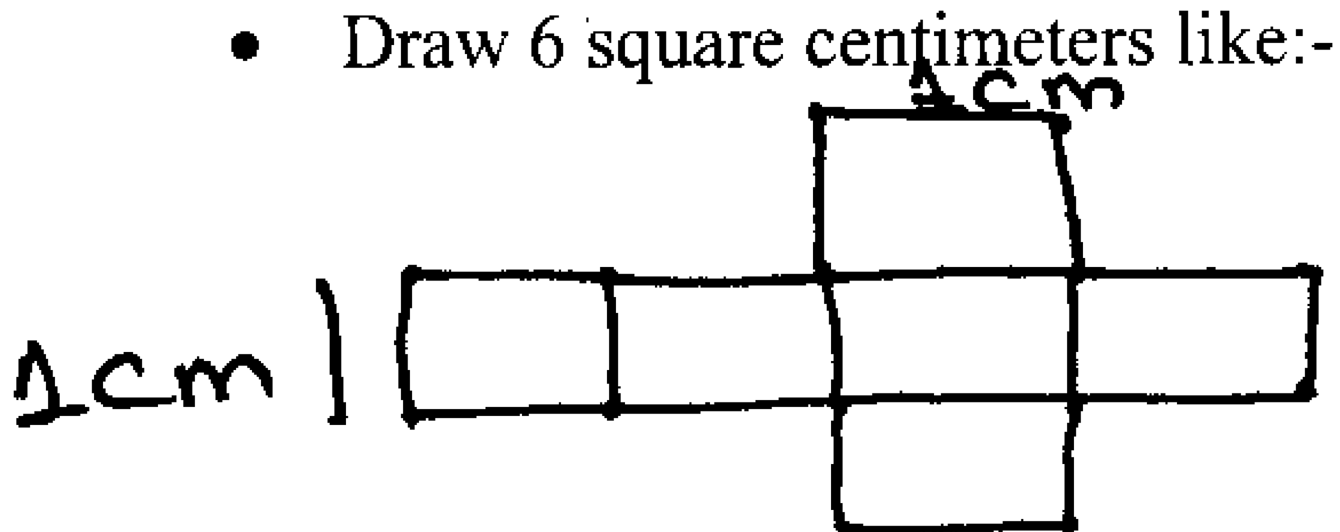
Activity: Building solids by cubes

Material: Pencils / worksheets / chart paper for building cubes.

Procedure:
Warm up: Ask them the names of solid shapes

Explanation:
- Solid figures are not flat having 3 dimensions (3-D) like boxes and cans.
- Cubes have equal length, width and height. Like, 

Activity:
- Draw 6 square centimeters like:-



- Cutout the 6 square and fold them together to form a cube. Use a piece of tape to hold it
    - This is $1cm^3$
    - This used for measuring the volume or space in side for solid figure

Brief explanation: Volume is a measurement of space inside a solid object.

Class work: page 43, 44

Homework: None

L = 4
T = 4
W = 4
D = 3.

Objective: Student will be able to tell The num of Unit Cubes in different Solid Shap

Material: Pencils, worksheets, Loose Sheets (Maths

Activity:- To Count The cubes in different Shapes.

Procedure: Teacher draw different Shapes on Paper.

- Give the papers to each Student.
- Ask them to Count it & write down number of cubes in it.
- Teacher will explain if needed.

CLASS WORK:-

Page # 46

Home Work:

Page 45.

Level 4	
Term 4	**Lesson Plan**
Week 4	
Day 4	

Objective: Students will be able to

- Build unit cubes
- Remove unit cubes

Activity: Building and removing unit cubes

Material: Pencils, worksheets, a plastic covered chart paper with dots drawn on it (see page 47)

Procedure:

Warm up:

- What is volume?
- How do you find volume of a solid shape?

Explanation: Paste the chart on board; see day 2, week 4, explanation for volume

- On the chart draw figure (a) page 47, using dots 4 making each cube in the figure.
- Ask them to count cubes fir inside the figure.
- Now remove some unit, cubes from left side and ask how many are left?
- Rub the figure (a) and draw figure (b) and explain similarly.

Class work: page 47 and 48

Homework: None

Level 4
Term 4 **Lesson Plan**
Week 4
Day 5

Objective: Students will be able to write the volume of each solid shape.

Material: Pencils / worksheets / wooden cubes

Activity: Writing the volume of each solid shape.

Procedure:

Warm up:

- What is volume?
- How do you find volume of a solid shape?

Explanation:

- Use wooden cubes to build make a solid shape in front of students (see 'A' shape page 49)
- Ask them to count the unit cubes, Similarly explain shapes B, C and D

Class work: Page 49

Homework: Page 55

Level 4 **Term 4** **Week 5** **Day 1**	**Lesson Plan**	

Objective: Students will be able to find,

- Length, breadth and height of solid shapes.
- Volume of solid shape.

Activity:

- Finding l, b, h solid shape
- Finding volume of solid shape

Material: Cubes / pencils / worksheets

Procedure:

Warm up:

- What is volume?
- How do you find volume of a solid shape?

Activity:

- Build a cube or cuboids using cubes.
- Ask students its l, b and h.
- Make a table on the board and write l, b and h in each column like,

Solid shapes	Length	Breath	Height	Volume
A				
B				
C				

Similarly make cubes with different length, breadth and height and note them on board.

- Now tell them, volume is a measurement of the space inside a solid object.
- You can find volume of a cube or cuboids by multiplying the length times the width times the height.
    - Length x breadth x height = Volume
- Volume should always be written in cubed units.
- Ask them to find volume of solid shapes (A, B, C) by multiplying length, breadth and height of each shape, Note volume in table

Class work: Page 51

Homework: Page 50

L: 4
T = 4
W = 5
D = 2.

Objective: Student will be able to find the volum of solid shapes.

Activity: – Find l, b, & h

Procedure: –

Warm Up Question

- Ask them ... volume, length & breadth.
- Now ask them to define the formula for finding volume.

Explation: –

- Make groups in class.
- Give them lose sheets & some object.
- Ask them to write down the volume of each object.
- Call one student from each group.
- Ask them to compare volume by other group.
- Teacher will explain iff needed.

CLASS WORK: Page # 53.

L=4
T=4
l=5
)=3.

bjective: Student will be able to find volume of Solid Shape.

Procedure:-

- Teacher Ask different Questions to check the Concept of volume of Student.
- Ask them to find the volume of table.
- Call Students one by one & give ther Some objet to measure volume.
- Call one Student to find length of table & write its answer on board.
- Then Call another Student to find breath & write down on board.
- Now Call another Student to find the length & write on board.
- Now Call another Student to find volume by these measurement.
- Teacher will explain if needed.

Home Work:- "Assessment of volume"

Level 4
Term 4
Week 5
Day 4

Lesson Plan

Assessment in worksheet, page 52 (4-B part 2)

Level 4 **Term 4** **Week 5** **Day 5**   **Lesson Plan**

Objective: To revise the concept of perimeter and graph

Activity: written work

Material: Worksheet / pencils

Procedure:-

Warm Up Question:-

- What is Volume?
- What is area?
- what is perimeter.

Explation:-

- Ask them to measure the perimeter of your book.
- Give them thread & a book.
- Place the thread at one Corner of book

- wrap the four Corner of the book by thr
- Now open the thread & measure the length of the thread.
- The length of the thread is ...

of the book.

_LASS WORK:- Page # 63, 64

HOME WORK:- Page # 56

Level 4 **Term 4** **Week 6** **Day 1**	**Lesson Plan**

Objective: Students will be able to present the given data in graph.

Activity: Reading graph

Material: Charts of bar graphs, Pencils, worksheets, vertical + horizontal

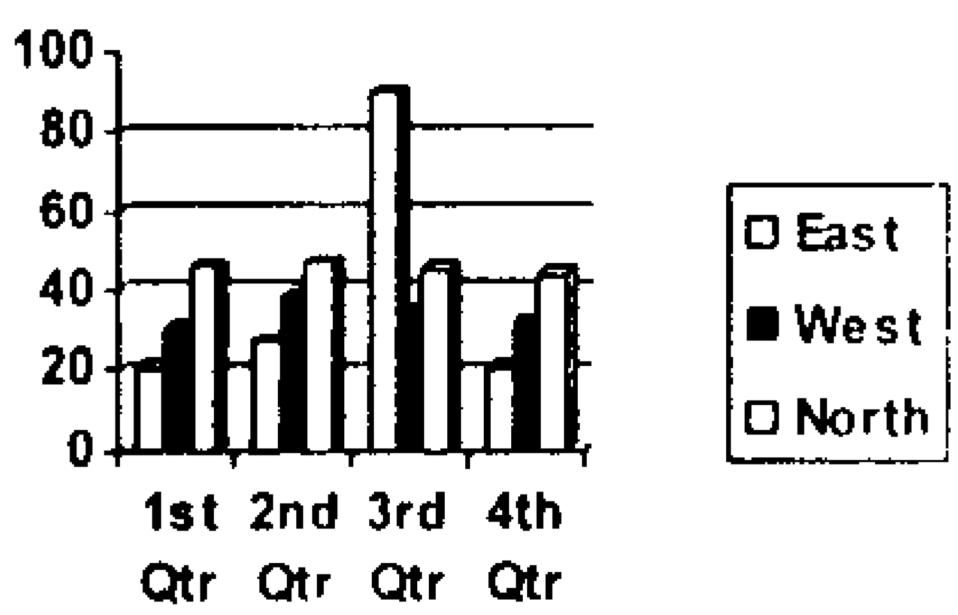
Procedure:

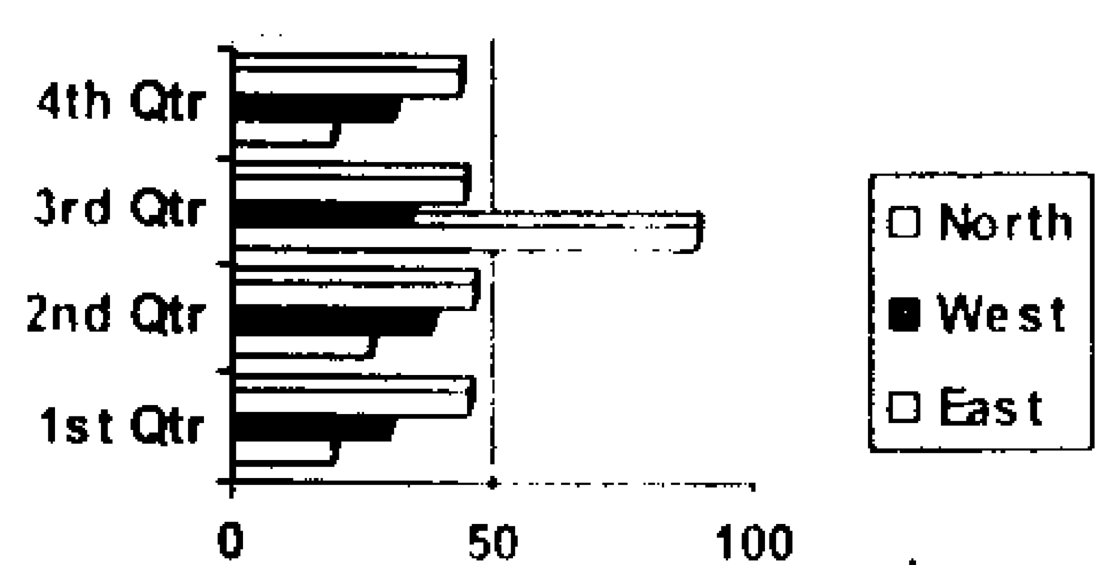
Warm up:

- When we are given a lot of information how can we represent it?
- What is graph?

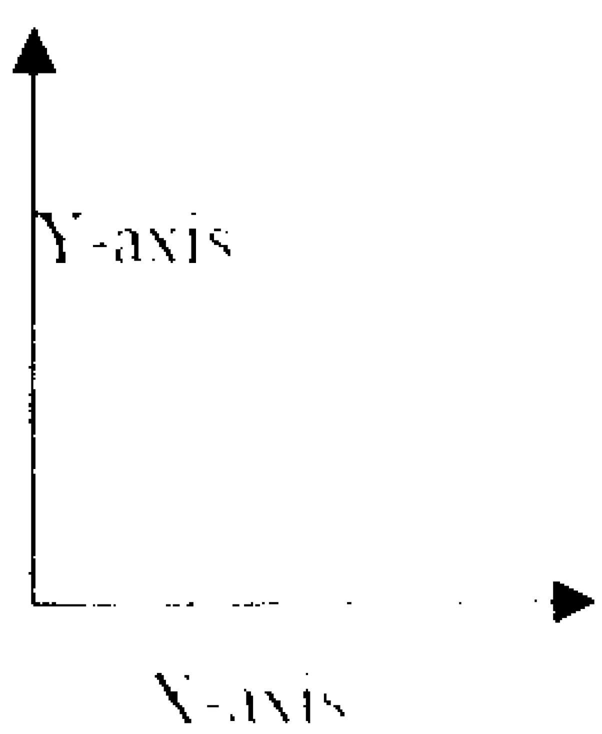
Explanation:

- Information sown in the form of a picture, diagram or drawing is called graph
- Graph make it easier to understand information
- Graph are used a lot in mathematics and are very useful
- Paste a chart of bar graph on the board and explain
- A bar graph has information shown in the form of bars, and the bars can either be vertical or horizontal. It is used to show comparisons between categories.





- Paste these charts on the board.
- Bar graph has 2 axis
  - The horizontal axis ----- x-axis
  - The vertical axis ------ y-axis
- Numbers or amount can be represented x-axis on y-axis
- Names of objects or things represented on x-axis



Class work :- Page #35

Home work :- Page 57, question 17, 18

Level 4 **Term 4** **Week 6** **Day 2**	**Lesson Plan**

Objective: To practice division of decimals

Activity: Written work

Material: Worksheets, pencils, board

Procedure: Write some questions on the board and call students one by one to solve these for practice.

Class work: page 22

Level 4 **Term 4** **Week 6** **Day 3**	**Lesson Plan**

Objective: To practice division of decimals

Activity: Written work

Material: Worksheets, board, pencils

Procedure: Ask worm up questions then explain any questio from p#16. Then give some questions to students for practice.

Class work: page 16

Homework: Assessment

Level 4	
Term 4	**Lesson Plan**
Week 6	
Day 4	

Assessment in notebooks

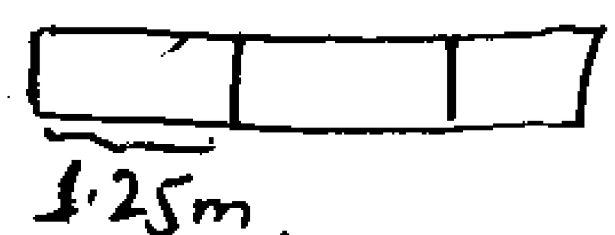
Level 4
Term 4
Week 6
Day 5

Lesson Plan

Objective: To practice the multiplication of decimals

Activity: Written work

Material: Worksheet, pencils, board

Procedure: paste a strip like 

Then explain the length of each part is 1.25m. so total length is

$$\begin{array}{r} \overset{1}{1.25}\ m \\ +\ 1.25\ m \\ 1.25\ m \\ \hline 3.75 \end{array}$$

And quick process is

$$\begin{array}{r} \overset{1}{1.25} \\ \times\quad 3 \\ \hline 3.75 \end{array}$$

· Follow the same procedure for other questions.

C.W :- P#10

Level 4
Term 4 **Lesson Plan**
Week 7
Day 1

Objective: Students will be able to learn and write table of 11 and 12.

Material: Pencils, notebooks, chart paper.

Activity: Learning table, writing table

Procedure:

Warm up: Ask to repeat table of 6 to 10.

Explanation: Demonstration by pasting a chart of table 11 like:-

	11	11	11	11	11	11	11	11	11	11
1	11									
2		22								
3			33							
-				44						
-										
-										
10										110

Tell,

- Multiplication is the repeated addition
  - 1 times 11 is 11
  - 2 times 11 is 22 (11+11 = 22)
- Explain like this up to 10
- Follow the same procedure for explanation of table 12.

Group work: Choral drill of table 11, 12.

Individual work:

Class work: Written of table 11 and 12.

Homework: Class work is homework

Level 4
Term 4
Week 7
Day 2

Lesson Plan

Objective: Students will be able to learn and write table of 13.

Material: Table chart of 13

Activity: Learning table, writing table

Procedure:

Warm up: Ask to repeat table of 9 to 12.

Explanation: Demonstration by pasting a chart of table 13 like:-

	13	13	13	13	13	13	13	13	13	13
1	13									
2		26								
⋮			39							
10										130

Tell,

- Multiplication is the repeated addition.
    - 1 time 13 is 13
    - 2 time 13 is 26
- Explain like this up to 13.

Group work: Choral drill of table 13.

Individual work:

Class work: Written work of table 13

Homework: Class work is homework

Level 4 **Term 4** **Week 7** **Day 3**	**Lesson Plan**

Objective: Students will be able to learn and write the table of 14

Material: Chart, notebook, pencils

Activity: Learning table, writing table

Procedure:

Warm up: Ask them to repeat table of 9, 10, 11, 12 and 13

Explanation: Demonstration by pasting a chart of table 14 like:-

← + →

	14	14	14	14	14	14	14	14	14	14
1	14									
2		28								
3 ⋮			52							
10										140

Tell,

- Multiplication is the repeated addition
  - 2 times 14 is 14
  - 2 times 14 is 28
- Explain like this up to 10

Group work: Choral drill of table 14.

Individual work:

Class work: Written work of table 14.

Homework: Class work is homework.